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ABSTRACT

The role and status of English instruction in Kenya is outlined. The Kenyan educational system, the role of English in Kenya as a whole, English instruction within the educational system, teacher supply and training, textbook availability and use, British and American support for English instruction in Kenya, and current research are described. English is the language of instruction at all levels of the Kenyan educational system, as well as the predominant language for reading and writing. The evolving development plans for Kenya fail to specify the future role of English in relation to the native languages. (RW)

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ENGLISH LANGUAGE TEACHING PROFILE

April 1979

Country: KENYA

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Introduction: The Kenyan Educational System

The government sector

a. Primary level

Primary education (preceded in many urban areas by fee-paying nursery education) lasts for seven years, from standard 1 to standard 7, at the end of which pupils take the Certificate of Primary Education (CPE). This examination is in English and consists of an English paper, a maths paper and a general paper. In standards 1 to 3, the medium of instruction may be English or Swahili or a mother-tongue, or some combination of these. In standards 4 to 7 the medium of instruction is officially English. Primary schools are classified as schedule 'A' (former African), schedule 'B' (former Asian), or schedule 'C' (former European). B and C schools are all in urban areas. This colonial categorisation still has some significance in that 'C' (and to a lesser extent 'B') school parents make regular financial contributions for extra facilities and equipment. These schools consequently are the best equipped and have the best qualified staff. Primary teachers are classified according to qualifications as follows:

P1 teachers have 'O' level (East African Certificate of Education - EACE) plus two years at teacher training college.

P2 teachers have two years secondary education, five passes in the Kenya Junior Certificate of Secondary Education (KJSE) and two years training.

P3 teachers have a good CPE pass and two years training.

P4 teachers have a poor CPE pass and two years training.

There are no tuition fees for government primary education.

b. Secondary level.

The secondary sector is approximately one-tenth the size of the primary sector. Secondary education, entirely English medium, lasts for six years, from form 1 to form 6. Secondary schools include technical secondary schools and those specialising in science, which have three streams studying for science 'A' levels. At the end of form 2, pupils can take the Kenya Junior Certificate of Secondary Education (KJSE), if they are doubtful candidates for 'O' level or if they expect to leave. At the end of form 4, pupils take the East African Certificate of Education (EACE) 'O' level, in which English language and mathematics are compulsory papers. Those who pass sufficiently well (less than 10% of the total) enter form 5 and 6 for the final two years leading to 'A' level, (the East African Advanced Certificate of Education - EAACE) and possible university entrance. All government secondary schools charge tuition fees, which are a major item in most family budgets.

Secondary teachers are classified as graduates or as S1 teachers, who have 'O' level plus three years training. S1 teachers are now only trained in the fields of science and agriculture, at Kenya Science Teachers' College and at Egerton College, Njoro. All other secondary teachers are now trained at Kenyatta University College (KUC) and take the BEd degree after three years, or the Diploma in Education (Dip Ed) after two years.

c. Tertiary level

Pupils who leave school after 'O' level with appropriate passes can enter primary teacher training colleges, Kenya Science Teachers' College, which trains S1 teachers for secondary schools, Egerton College, which trains agricultural teachers, or Nairobi and Mombasa Polytechnics, which offer a variety of courses up to virtual degree level.

Those who leave school after 'A' level, with too low a pass in this examination to gain a place at the University, have fewer alternatives, although some courses at the polytechnics and most courses at Kenya Technical Teachers' College have 'A' level entrance requirements. Students' chances of entering the University depend on their 'A' level grades and the entrance requirements of various faculties.

The Harambee sector

The state educational system is shadowed up to 'O' level by the 'Harambee' sector. 'Harambee' ('self-help') schools (both primary and secondary), colleges and village polytechnics (now known as Craft Training Centres, officially), are private institutions created entirely by voluntary contributions and sustained by fees and donations. Local politicians and administrators often take the leading part in Harambee fund-raising, but the only administrative link these schools have with the official system is that some teachers in selected schools are appointed and paid by the Teachers' Service Commission. Whenever these schools have reached an appropriate standard and the Ministry of Education has funds available, the schools are incorporated into the official system. Harambee schools are usually less well staffed and equipped than their state equivalents.

The private sector

Private profit-making educational institutions range from nursery schools to the numerous urban secondary schools which have sprung up to satisfy the large demand for secondary education which is not catered for by the government sector. Their standards, except for the very expensive schools which cater for the European population, are generally lower than those of the Harambee schools.

1. The Role of English

1.1 English remains the medium of instruction at all levels of the Kenyan educational system from primary standard 4 upwards. At one end of the scale of achievement (eg in a high prestige Nairobi primary school) standard 4 pupils are already confidently literate in English and speak it fluently outside the classroom and even at home; at the other end (eg in a remote rural school without facilities, furniture or qualified teachers), standard 4 pupils often cannot read or write in any medium, whether mother-tongue, Swahili or English. As this implies, patterns of language use in standards 1 to 3 (and even later) are exceedingly diverse.

Many urban schools use English as the medium from standard 1. In Nairobi 'residential' area schools use English; in poorer areas, schools use Swahili, one school uses Kikuyu. Ambitious (or merely anxious) middle-class Kenyans send their children to expensive English-medium nursery schools to give them a lasting advantage. Rural schools tend to use

mother-tongue in monolingual areas, or a retarding mixture of mother-tongue, Swahili and English in polylingual areas (eg schools in Kericho tea estates, where the children come from a variety of backgrounds).

There is official encouragement for the more extensive and effective use of mother-tongues and/or Swahili as media of instruction in the first three years of primary school, but development in this direction is hampered (and will be for the next few years at least) by the dearth of literacy and reading materials; secondly by the acute shortage of teachers with mother-tongue literacy training; and thirdly by the recognition by concerned parents that English remains the language of all examinations and the key to salary earning in the modern sector of the economy. A recent decision for example to use Swahili as the medium in a Western Province school where the children belong to three main, mother-tongue groups was bitterly resented by the parents, who realize that their children's chances of a good CPE pass will be greatly lessened.

1.2 English is the official language of Kenya, Swahili is the national language. In terms of language use , neither of these statements can be fully substantiated. At every level, the two languages are intertwined, sometimes oddly: Parliamentary debates have been conducted in Swahili until recently, but the 'Hansard' is written in English (M.P.s may now use either language in debate). The CPE examination consists of English, maths and general paper covering the other subject areas. In the EACE ('O' level) the only compulsory papers are English language and mathematics. It is thus possible to pass successfully through the educational system in Kenya without knowing a word of Swahili. Three or four periods a week are allotted to the language at secondary level, but it is not compulsory and in leading secondary schools it is often a low-prestige alternative to French (which is taught in 36 schools).

Nevertheless it is probably true to say that both English and Swahili are simultaneously becoming more widely diffused, at any rate in the towns, and probably at the expense of the educational development of the mother-tongues. Many Education officials and members of the University lament a supposed decline in the standards of English in the educational system over the last ten years, but there is of course no way of verifying this. There has been a three-fold expansion of the system in the last eight years, simultaneously with the phasing out of expatriate teachers (see below). There is a severe teacher shortage, many prmary classes are now as large as 70 pupils, and there are no specialized language teachers in the primary system. This dilution must have meant, overall, a decline in the quality of the language taught and spoken.

1.3 A knowledge of English is the mark of the educated Kenyan, but this must not be taken to imply that English is much used as a medium of spoken communication outside very restricted contexts. The vast majority of Kenyans never use it except in contact with foreigners or in special domains such as the educational system or the civil service. Even in these restricted domains, any statement about the use of English must be heavily qualified. In teacher training college staff rooms, for example, the language of conversation - even about work - is just as likely to be Swahili or Kikuyu as English. Likewise in the civil service and in business, the paper work will usually be in English (although most oficial forms are now printed in English and Swahili), but the conversation about it may often be in Swahli or other vernaculars. In these contexts, there is a great deal of code-switching. English is

most noticeable in the towns, but the urban population is less than 10% of the total, and foreigners naturally overestimate the amount of English used since it is most frequently used to them and for them.

1.4 As a medium of writing , both creative and for practical purposes, English is dominant. Most novels and plays are written in English - publishers are reluctant to publish in other languages since such books have a very limited sale. For official and commercial purposes virtually all writing is in English. Bank customers, for instance, who might discuss their financial problems with a bank official in Swahili, will write any letters about it in English. Secondary school students who talk to each other in Swahili or a mother-tongue, most frequently seem to use English in their private letters.

1.5 English likewise predominates in Kenyan reading habits. More than 90% of printed material is in English. Less than 10% of Nairobi's largest bookshop is devoted to books in Swahili or other Kenyan languages. The 2 daily English language newspapers have an average circulation of 123000 copies. The Swahili daily Taifa Leo has an average circulation of 43000.

1.6 Since English is the language of the elite, its continuing use as the chief medium of education is identified with the maintenance of the present political system. If this sytem should change (in either political direction) then the position of English will change accordingly. On present trends there is likely to be a gradual contraction in its educational use at the lower levels. The Kenya Institute of Education is currently preparing as part of the Basic Education Project, a revised curriculum for primary schools for submission to the Ministry of Education. Its recommendations for language education are likey to be that the media of instruction should be: mother-tongue for the first three years of primary education, followed by Swahili for standards 4 to 7, followed by English at secondary level. English should be taught as a subject from standard 1. This may well result in practice in a deleterious compromise whereby Kenyan languages as media are further encouraged in the rural areas, but English is retained by the urban elite schools, and as the chief medium of the CPE examination.

If, as has been planned (but is now said to be unlikely), primary education changes to a nine-year system in 1981, Swahili may become a compulsory part of the examination which will replace CPE. Only some years after that could the medium of the examination itself become Swahili.

2. English within the Educational System

2.1 In primary schools English is taught as a subject for 8-10 (35 minute) periods a week. As indicated above, its use as a medium of instruction for the rest of the school timetable varies from 'universal throughout the school' to 'none in the first three years, and very little even after that'. In mono-lingual rural schools where the teacher shares a mother-tongue with the pupils, what frequently happens is that the lesson itself may be conducted in English, but the language of class control, social organization and repetition of difficult material is the vernacular. In polylingual rural schools, Swahili can have these latter functions. Until recently, primary teachers have not been trained to think in terms of 'language across the curriculum', so the opportunity elsewhere to reinforce the English lessons is not much taken. The CPE examination is taken at the end of standard 7 and inevitably favours the elite, urban, all-English-medium schools.

2.2 In secondary schools, English is taught up to form 4 for about 9 periods a week, and comprises language and 'literature in English' (not 'English literature' see annex). It is common for the BEd graduates in English from Kenyatta University College to think of themselves as literature teachers and to leave the language periods to be taken by their history or geography colleagues. This tendency reflects the imbalance in their training and the insufficient importance given to language work. (This imbalance at KUC is now being corrected). At 'O' level (EACE), the English language paper is compulsory and many pupils also take the 'literature in English' paper.

2.3 At 'A' level (EAACE) taken at the end of form 6, all pupils take a general paper (see 8.3 item d), which was originally intended to test advanced writing skills, but there is little or no specifically linguistic preparation for this. Pupils thus receive no English language training after 'O' level. Proposals are current in the Ministry of Education to make the general paper much more of an advanced English language paper, but it is not yet possible to say whether this will happen or what form it might take.

2.4 Examination pass rates cannot be used as an indication of standards, since the pass standards expected at each level vary directly with the demand for places at the next rung of the ladder. Thus, to obtain entry to one of the elite Nairobi secondary schools (which are categorized as 'national' and take a fixed quota of pupils from every province in Kenya), a pupil must obtain CPE grades achieved by less than 1% of the candidates. And since few secondary schools provide tuition after form 4 ('O' level), there is similarly intense competition for entry to form 5.

2.5 At the primary level, textbooks are distributed by a central government agency and headmasters order from a list which in theory allows little choice. In practice schedule 'C' schools (ex-European) may use a wide range of English texts. 'A' schools (ie almost all) will probably have just one, and that in such limited quantities that 5 or even more pupils may have to share one book. At the secondary level, schools use what they wish or can afford. The central inspectorate circulates reviews and recommendations of new books, but lack of money (the budget for books and equipment has remained virtually unchanged for ten years) ensures that in many cases, schools are using the same books as they were in 1971. Syllabuses for TTCs and primary schools are written by the Inspectorate and KIE. Examination syllabuses are drawn up by the East African Examinations Council (which has recently been made responsible only for Kenya).

2.6 At secondary level the only specialized inspector of English language is at headquarters in Nairobi. This post has been vacant since May 1978 and was filled by the inspector of French. There is now a substantive inspector of English, recently appointed (1980) and he is being sent to Britain on a TC award in the autumn of 1980. The provincial inspectors cover all subjects and report to Nairobi. They also inspect teacher training colleges. There is a separate inspector of literature and drama. The inspectors organize in-service summer schools for secondary teachers and for teacher trainers but there have been few recently. There is a recognized need for very specific in-service courses on particular skills. At primary level, education officers are the inspectors in the provinces. At each level, the Inspectorate is assisted by the primary and secondary English panels of the Kenya Institute of Education, which conduct syllabus reviews and produce advice on methods.

2.7 In the school system, there is no formalized teaching of English for Specific Purposes, but it is recognized in some schools that science teachers should pay much closer attention to the explicit teaching of the language of science and not assume that their pupils can 'pick it up'. Research (eg at Kakamega High School) is in progress on this topic. Some ESP courses have been devised in the General Studies Departments at Nairobi and Mombasa Polytechnics. At the Kenya Science Teachers' College (which trains science teachers for junior secondary schools) the English Department uses remedial materials devised for entirely different students at the Kenya Institute of Administration. The Kenya Technical Teachers' College, recently opened, trains teachers for craft training centres, technical secondary schools, Harambee institutes of technology and trainers released from industry. Almost all its students are post 'A' level entrants. All of them take a communication skills course in each year of their 3 year course. The Business Studies Department also teachers a business communications course which has a specific orientation. At the University, a growing awareness of the need for study skills improvement in the different fields has resulted in the appointment of four officers under the KELT scheme (two at main campus and two at KUC) to set up a unit providing specific courses for first year students.

2.8 The teaching of English to adults other than full-time tertiary-level students is undertaken by the Institute for Adult Studies, which is part of the University. The Institute has three divisions:

1. The residential Centre for Adult Studies runs a Diploma for Adult Educators and a Diploma course in 'language use' which has post 'O' level students.

2. The Correspondence Course Unit gives KJSE and 'O' level courses, including English language, which are most popular with under-qualified teachers who wish to obtain promotion. These courses are supplemented by radio programmes.

3. The Extra-Mural Centre co-ordinates six centres in different parts of the country. These run courses in response to local demand and include English language at various levels. Extra-mural classes are mainly in English but sometimes in Swahili.

The Centre for Adult Studies occasionally runs intensive English language courses for university students from other African countries.

The Kenya Institute of Administration - the civil service college - also has a language department which runs remedial English programmes for provincial administrators and employees in the various Ministries.

2.9 Schools broadcasts (see 8.3 item a) are scripted and produced by the Educational Media Service of the Kenya Institute of Education in collaboration with the Voice of Kenya. English language and literature programmes are currently limited to radio. TV language programmes have been discussed, but none are currently being produced. At primary level, there are radio programmes to supplement Progressive Peak in standard 2. Standard 3 programmes are at present being written for introduction next year. There are also supplementary radio programmes for the course-book Safari in standards 4, 5 and 6. These programmes all require (but do not always receive) careful preparation and follow-up by the teacher. In standard 7, the English language programme is creative writing, which

is continued up to form 4 of secondary school. In forms 3 and 4, there are literature broadcasts on current 'O' level set books, and a BBC programme of English usage: Catch the Words.

3. Teachers of English

3.1 At primary level, there were, in 1970, 41499 teachers. In 1978 (according to the Teachers' Service Commission) there were 85022 teachers in the state schools. The official requirement for 1978 was 91050. It may be assumed that almost all teachers teach English at some time in their primary careers, since there are no specialist teachers of English at this level. There is a serious shortage of primary teachers, greater than the above figures imply, since the recent abolition of school fees up to the end of standard 7 has encouraged many more parents to send their children to school, and many of these new pupils still have no teachers. Many classes are as large as 60 or 70.

The number of teachers at primary level in the Harambee sector and commercial private schools is not known.

In 1978, the government primary teaching force was distributed as follows:

Professionally Qualified		Not Professionally Qualified	
S1	2063	'A' level	609
P1	17454	'O' level	11873
P2	20803	KJSE	13368
P3	15093	CPE	1729
P4	1450	No certificate	580
Total	56863	Total	28159

Total number of primary teachers 85022

3.2 At secondary level, there were, in 1978, 5366 teachers in 444 state schools. Of these, 3216 were graduates, and 2150 were S1. There were almost certainly others with lower qualifications, but no figures are available. There were 7223 teachers in 1042 Harambee secondary schools. Their qualifications are usually inferior to those of teachers in state schools, and no details of these are obtainable. As a preliminary to the incorporation of Harambee schools into the state system, an increasing number of teachers employed by the Teachers' Service Commission are being posted to selected Harambee schools. In addition to Harambee secondary schools, there are also many private schools, with even lower standards. It is not possible to discover how many secondary teachers specialize in English. Those who do (see 2.2 above) often prefer to teach literature. Kenyatta University College is still producing more literature than English language graduates. There are currently 229 BEd students specializing in literature and 75 specializing in English language, out of a total of 402. (1979 figures).

3.3 On March 1st 1979, there were 130 British teachers on OSAS (ODM funded) terms in Kenyan secondary schools. Twenty-nine of them were teaching English, mostly literature in English in the higher forms (5 & 6) and English language throughout the school. British teachers are posted almost entirely to the larger schools with post 'O' level forms 5 & 6. The half-dozen elite schools have the highest proportion of expatriates. This OSAS support is being steadily reduced. In 1970 there were 800 OSAS teachers, in 1976 450, in 1981 there will be 90, of whom 15 will be teaching English.

Almost all these OSAS teachers are on secondment from the British state system. Consequently the teachers of English usually do not have EFL training, but are accustomed to teaching English literature to native speakers. There is some support for the view that, for the remaining years of the OSAS scheme, these teachers should be more language and EFL orientated.

From the point of view of the Inspectorate and most headmasters, the phasing out of the OSAS scheme is too rapid, not least because expatriate teachers are frequently the longest serving, and hence the most useful, teachers in a school, which may have a very rapid turnover of Kenyan staff.

3.4 On March 1st 1979, there were 32 OSAS contractees in the 18 primary teachers' training colleges. Seven of these specialize in literacy methods but find themselves language teaching, owing to staff shortages. More primary level EFL methods experts could be provided by British aid, especially if English becomes solely a subject at primary level, when it would be necessary (there are already strong arguments for it) to have a cadre of specialist English teachers at primary level, who would be trained to respond to the need for English across the curriculum to prepare pupils for English medium teaching in all subjects at secondary level.

At secondary level, only Kenyatta University College trains teachers specifically for English. A recent in-service course was held, before the departure of the Inspectorate of English, in April 1978, on 'Literacy training in lower primary classes - a methods course for teacher trainers.' This covered the principles and techniques of literacy training in the mother-tongues, Kiswahili and English. In the long vacation of 1979 there were education seminars (with British tutors) on the teaching of reading, reading skills in English, and the assessment of written English.

3.5 There is no British Council-sponsored Direct Teaching of English, and in present circumstances, no demand from Kenyans for any.

3.6 There are 68 British VSOs teaching in Harambee secondary schools. Of these, 11 teach English. American Peace Corps volunteers likewise teach almost entirely in Harambee secondary schools. Only five of these teach English, but were originally supposed to teach science.

3.7 Some provinces have associations of teachers of English. The most active at the moment is the Coast English Teachers' Study Group, which holds regular meetings with the support of the British Council in Mombasa. The Kenya Language Association, which used to hold meetings on a variety of linguistic and applied linguistic topics, has been moribund for the past twelve months. No meetings have been held, and no new members have been recruited. The Association's journal, Lugha, has likewise not appeared for the last year. A language study group of teachers in language departments of training colleges in the Mount Kenya area has recently been formed to encourage research into the teaching of all languages currently used in primary schools. There is also a newsletter of language tutors in training colleges.

4. Materials Support

4.1 Lack of books and equipment is a continual nightmare for many if not most Kenyan teachers, especially in rural primary schools. The Kenya School Equipment Scheme supplies primary schools with items ordered from

a list drawn up by the Inspectorate and debited to the grant (virtually unchanged for ten years) given to each school by the Ministry. The Jomo Kenyatta Foundation is responsible for publishing many of the books (especially the Safari course) in the right quantities at the right time. Enough other parties are also involved in the supply of materials to ensure that blame for their non-arrival is well distributed. No headmaster can be sure that his orders will be delivered in the right form and quantities at the right time, or at all. This centralized system began in 1969 and has never operated to the satisfaction of the teachers. For this and financial reasons many officially approved textbooks are not found outside the main towns. If there are any readers to supplement a textbook, they are hardly to be found anywhere. The great scarcity of beginning readers in standards 1 to 3 means that many children are obliged to learn to 'read' by memorizing and chanting aloud what the teacher reads to them.

Few primary schools have any visual aids apart from those made by the teacher, if he has raw materials available. Nearly all have a transistor radio to receive schools programmes. Often rural schools are lucky to have a blackboard and chalk; many have one desk and textbook to five or six pupils.

4.2 Secondary schools are better supplied with teaching materials, since headmasters order their requirements direct from bookshops. One educational bookshop in Nairobi supplies a large part of the country with textbooks and set books. But provision of aids and books in addition to basic texts is not much better than in primary schools. Few schools or even training colleges have an adequate library. Harambee and private secondary schools are even more meagrely provided with materials and equipment, since the provision of these depends on the income of the parents who usually find it difficult to pay the fees and have no money to spare for 'extras'.

4.3 In standards 1 to 3 primary schools use:

Progressive Peak English Course . Books 1 to 3 and teacher's book 1 to 3, (by C Brassnett and L Wandera. OUP) This is accompanied by a new reader New Friends and a range of other short readers for standards 2 and 3. Further titles in this series are still being written.

'NEW'Peak English Course , the predecessor of the above, is still commonly used in the remoter areas.

Standards 4 to 7 use

'Safari'English Course , Books 1 to 4 (published by Jomo Kenyatta Foundation) with a range of readers.

These books are supplemented by radio programmes. (see 2.9 above)

Various other texts, some of considerable antiquity, can also be found in use, especially in Harambee and private schools.

4.4 For the course up to 'O' level (form 4) secondary schools use:

Practical English . Books 1 to 4 (P A Ogundipe and P S Tregidgo. Longman, New Ed 1974).

OR Modern Method English (D W Grieve, J P B Allen & J Maclean. Nelson 1970) This is an updated version of the New Nelson English Course.

The above two courses are the most popular. Less widely used are:

Goal . Pupils' book and teacher's book 1 to 4 (B Hocking, E Kitonga & C Shaw. OUP 1978

and the newly published

English in Use. Students' book 1 and teacher's book 1 (N J H Grant, & C R Wangombe. Longman 1979) which has recently been recommended in an Inspectorate circular.

Books additional to the basic texts are likely to be comprehension and summary, and practice texts of various kinds eg

Exercises in Situational Composition (R J Wingfield. Longman 1967)

English Comprehension and Summary (R W Noble. Longman 1968)

Progressive Comprehension for the Certificate (D H Howe & D Heapy. OUP 1978)

Progress in Comprehension (D W Armstrong & R C Taylor. Heinemann Ed Books 1972)

All the above books were originally written for other parts of Africa or the Far East.

Finally, pupils themselves spend ill-afforded money on numerous exam 'crammers' for both CPE and 'O' level, which contain questions and model answers, and predictions of this year's likely questions. These books are written by seasoned local teachers.

4.5 KIE has a handful of ELT films, which can be borrowed, and the British Council has a collection of films and tapes.

Readers and radio programmes are currently being written at KIE. Longman Kenya are preparing ELT course books for the whole school system up to 'O' level. N J H Grant and Mrs D Bracey are writing the primary course English in Use (see above), Book 1 of which has been published.

5. English outside the Educational System

The only English taught outside the educational system is in the 'business English' courses given in the various secretarial colleges in the larger towns.

6. British Support for the Teaching of English

British support for English teaching in secondary schools and TTCs has been described in 3.3 to 3.6 above.

6.1 The British Council has no English language specialists on its staff in Nairobi. There are four contract specialists appointed under the KELT scheme two in the study skills unit in the University of Nairobi, and two in teacher education at Kenyatta University College.

6.2 There is one BESS supported English language post at KUC.

6.3 British staff are engaged in teaching, materials production and advisory work at university level, at TTCs in organizing initial and in-service training courses, at secondary schools in direct teaching.

6.4 There have been no recent conferences of importance, but English language teaching is included in the programme of ODM supported education seminars for tutors and inspectors run in conjunction with the Ministry of Education. (see 3.4 above).

6.5 British publishers still dominate ELT in Kenya (see section 4).

7. American Support of the Teaching of English

None officially (see 3.6).

8. Current Research and Bibliography

8.1 Research Projects: at the University; a study skills testing and materials development programme based on specification of communication needs and required skills in each subject area.

at Kakamega High School; an enquiry into students' understanding of 'ordinary' words used differently in scientific contexts

at several training colleges; an investigation into the effectiveness of current methods of literacy teaching in English and other languages.

8.2 Bibliography

1970 Language in Education in Eastern Africa . T P Gorman (ed). OUP, Nairobi

1974 Language in Kenya . W H Whiteley (ed). OUP, Nairobi

1972 Who speaks what language to whom and where: a case study of language use at the University of Nairobi . A K Hawkinson Mss, Dept of Linguistics.

8.3 The following may be consulted in English Language Division, British Council, London:

a) Current programmes of schools' broadcasts

b) CPE English papers for 1975 to 1978

c) 'O' level (EACE) English papers: English language paper 1 and 2, and literature in English for 1978.

d) 'A' level (EAACE) papers: literature in English paper 3, and general paper for 1977

e) University of Nairobi Department of Literature syllabus.

9. General Statement

9.1 The National Development Plan published recently gives no consideration to the languages to be used in implementing it. Five lines in 500 pages refer to the need for the improvement of Swahili studies

and teaching; no space is devoted to the part to be played by English in the development of Kenya. This avoidance of discussion of the 'language problem' suggests inertia rather than that the government believes the present pattern of language use and language teaching is both stable and acceptable, or that language policy is too explosive an issue to be discussed. It is a most sensitive issue, educationally, culturally and politically, but the implications of change in any direction are beginning to be debated more fully. Fluidity is the most salient characteristic of the present situation and almost any development is possible.

9.2 In this context of uncertainty about official language policy, it is difficult to establish what should be the goals of English language teaching. But they must be established, as clearly and as early as possible, if Kenya is not to suffer from a more acute form of the English-language-teaching paralysis that has recently affected Tanzania. Curriculum development, syllabus design, textbook writing and teacher-training methodology are all being inhibited by the present uncertainty.

9.3 Questions that must be answered include:

i) When should English be introduced
   a) as a subject
   b) as a medium of instruction?

ii) What English should be taught, in the sense of the range of functions than an English student at any particular level

iii) What alterations need to be made in the form of the provision of manpower and materials in the light of the answers to questions (i) and (ii)?

ELT PROFILE LITERATURE ANNEX

1. 'English literature', as an academic discipline with a clear national reference, no longer exists in Kenya at any level. 'Literature in English' has everywhere replaced it, and may refer to literature 'originally written in the English language' (see 8.3 item e: 'Syllabus of the University of Nairobi Department of Literature') in England, America or Africa, or other European (eg French or Russian) or Oriental literature translated into English.

2. The emphasis of literature teaching in the schools reflect that in the University. Texts recently being studied, or about to be studied in the secondary schools are indicated in the list of set books below and the examination papers described in 8.3. It will be noted that at 'O' level there is a preponderance of African literature in English. 'A' level texts are more internationally varied, with a large proportion of 'English literature'.

'O' and 'A' LEVEL SET BOOKS FOR LITERATURE IN ENGLISH

1. LITERATURE IN ENGLISH - 'O' Level (EACE)

The prescribed texts for 198[illegible] are:

Section A

Either

Francis Imbuga	Betrayal in the City

or

G B Shaw	Androcles and the Lion

either

Alechi Amadi	1, The Concubine

or

Flora Nwapa	Efuru

Section B

Shakespeare	1 The Merchant of Venice
Okot p'Bitek	Song of Lawino and Song of Ocol
George Orwell	Burmese Days
V S Naipaul	Miguel Street
Chinua Achebe	1,2 Things Fall Apart
Gogol	The Government Inspector

NOTE
1 = Set for 1978
2 = Set for 1977

2. LITERATURE IN ENGLISH - 'A' Level (EAACE)

The prescribed texts for 198[illegible] are:

PAPER 2 PLAYS

Section A

Shakespeare	Macbeth
Shakespeare	Othello

Section B

Sophocles	1,2 Theban Plays (Penguin Edition, contexts from Antigone only)
Webster	1,2 The Duchess of Malfi
Moliere	1,2 The Imaginary Invalid

Section C

G B Shaw	1,2 St Joan
Robert Bolt	A Man for All Seasons
O'Casey	Juno and the Paycock (Macmillan)

Secton D

Wole Soyinka	1 The Road
Ibsen	Hedda Gabler
Brecht	Mother Courage

PAPER 3 NOVELS

Section A

Jane Austen	Pride and Prejudice
Thomas Hardy	The Mayor of Casterbridge
Thackeray	Vanity Fair

Section B

Forster	A Passage to India
Koestler	Darkness at Noon
Harper Lee	To Kill a Mocking Bird

Section C

Camara Laye	1,2 The Radiance of the King
Camus	The Plague
Kazantzakis	Zorba the Greek

Section D

Steinbeck	The Grapes of Wrath
P Abrahams	1,2 Wreath for Udomo
Hemingway	For Whom the Bell Tolls

NOTE
1 = Set for 1978
2 = Set for 1977

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